

Digital Bookshelves for Digital Classrooms During the COVID-19 Pandemic

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Digital Bookshelves for Digital Classrooms During the COVID-19 Pandemic**Abstract**

Public libraries can join teachers in local schools to offer access to digital bookshelves for parents and students that have been specifically curated for each teacher at each grade level. This proposal addresses the concerns of parents and educators of how prolonged time out of school will impact students by analyzing the loss of academic skills as it related to the summer slide coining it COVID Slide. The initiative brings public school librarians back into the loop by positioning them between schoolteachers and public-school librarians to develop digital bookshelves for each teach at each grade level by incorporating the public library collection. The teachers provide topics of interests including people, places, concepts, and events as they are taught through various subjects to librarians. Each teacher would have their own digital bookshelves displaying titles related to English Language Arts, Science, and Social Studies. The fourth bookshelf is designed to encourage independent reading for fun! While libraries across the nation are responding to COVID-19 restrictions in online and digital ways, this proposal offers students ways in increase their access to reading materials while sheltering in place at home during COVID-19. The best feature of this program provides dynamic access to the public library for parents. Parents working from home, the digital bookshelf offers parents a reliable place to start requesting reading material for their children. the more access to reading materials students have over the summer or quartering COVID months, students are more likely to retain academic skills and training. This proposal includes a budget in Appendix A and samples of the digital bookshelf slides in Appendix C.

Opportunity Statement

COVID-19 has closed every bookstore, library, school, and craft store, how do children acquire reading materials for school lessons and books to read for fun? Not every family can afford to buy new books on a weekly or monthly basis. Every single kid enrolled in public school in Hawaii is stuck at home sheltering in place per local government sanctions. With high stress demands on adults and children, reading can be an escape from the harsh realities of life.

Elementary school librarians and teachers have an opportunity to partner with public librarians to create an online browsing forum creating access for parents and students to locate, reserve, and check out printed materials that directly support the teachers' lessons in the online learning setting. Many libraries are responding to COVID with access to online reading instead of encouraging lending of the print materials in the collection.

Issue

COVID-19 has closed all public schools, public school libraries, and public libraries impacting 55.1 million students in the United States (Kuhfeld & Tarasawa, 2020). While public libraries are operating in a limited capacity; curbside pickup, they have closed to student browsing. Since students are not attending school on campus, they are not able to visit their school library on a weekly or biweekly basis. Kids are bored or spending too much time on technological devices at home leading their "Summer Slide" into a COVID Slide. In order to slow down the loss of academic and cognitive skills, this proposal seeks to give students new reading material that first, supports teacher curriculum and secondly, to encourage and facilitate reading for fun at all reading levels.

Disruption of School

Public education was disrupted in March 2020 due to the outbreak of COVID-19. The spread was global closing borders and business around the world. Initially, a few Zoom lessons were set up for learners as educators soon came to realize school would not open its campuses to students for the remainder of the school year. Some families took the time off as a break while others were faced with childcare issues and financial hardships. During the summer months educators and parents questioned what would happen in the fall as students returned to the classroom. Summer traditionally takes a toll on a student's academic and cognitive skills. The toll is expected by educators and well documented as the Summer Slide (Kuhfeld & Tarasawa, 2020). The COVID-19 Slide was originally coined by education experts; Dr. Megan Kuhfeld and Dr. Beth Tarasawa in April 2020. They doctors indicated that students would lose academic and cognitive skills over the summer as expected with the Summer Slide; however, due to schools remaining closed longer than the traditional three-month summer, the loss of academic skills would be more significant. The correlation between time out of the classroom and lost academic and cognitive skills directly impacts the student as they return to school the following academic year. Dr. Kuhfeld and Dr. Tarasawa also indicated how low-income students, students without reliable access to internet nor reliable access to a computer will be impacted more significantly. Meaning, students who do not daily engage in academic lessons or reading will statistically lose anywhere from two to four months of learning skills (Bielinski, Brown, & Wagner, 2020). This will be observed as students return to school in Fall 2021. The predictions of Dr. Tarasawa and Dr. Kuhfeld will not be verified until students return to school to take their annual testing as mandated by each state. The state testing will reveal the actual rate of loss of skill in students. Yearly testing will reveal the This directly speaks to the educational gap already going on in the

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United States between privileged and underprivileged students. The COVID Slide drives a larger gap between low income students and students attending private schools. This can be reduced by providing access to reading materials to students while they are still sheltered at home.

In the Fall of 2020, 192 US counties shuttered schools (Feuer, 2020), and most schools opted for “Distance Learning” where teachers engage students through digital communications. In the state of Hawaii, each school is allowed to choose their own online mode of communication, yet most prefer ZOOM or Google Classrooms. Each day lessons are delivered to students both asynchronously, on their own, and synchronously, along with the teacher and classmates.

Students are able to meet with their teachers and peers at least once daily to ask questions about asynchronous or independent lessons as well as receive one on one instruction from the teacher.

Students spend the majority of their day completing reading and writing assignments, math problems by watching educational videos that explain each lesson. However, this system of online learning is not available to all students. Some families do not have reliable access to high speed internet resulting in lost internet connections and missing out on lesson instruction. Also, there are many families who have lost income due to COVID-19, do not have access to adequate number of devices in the home to support families with multiple students at home. If a family has one device and four students, the family will have to choose which students have access to their lessons while the others are left without access. Due to the growing list of challenges to overcome in order to engage in distance learning at home, 24 million students dropped out of school (Feuer, 2020). This tells educators across the board that there are students not engaging in lessons of any kind for a majority of 2020. The 870 million students that are still unable to return to school will continue to lose academic skills until they rejoin the system and start working to regain lost skills (Feuer, 2020). While many people are counting COVID-19 cases each day, not

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many are focusing on the millions of students isolated at home with limited access to the outside world. Families are able to access news from their local television stations, online, and social media posts. Adults are able to remain in contact with employers and colleges. Students have a more challenging time maintaining relationships at school and their academic studies while at home. Students seem to be the group sent home to ride out the pandemic with little consideration. This project puts the focus back on to the students by providing access for parents to make distance learning more meaningful.

Parents and educators are considering a variety of ways to continue to educate students while at sheltering at home. The Department of Education in Hawaii developed two options for families to choose from that both start with online learning from home. The first option has students learning online at home with the option to return to campus when the community rate is below 2% (Essoyan, 2020). The second option is strictly online without any chance to return to school campuses when the rate of infection declines. The second option includes learners in the synchronous Google Classroom LIVE sessions each weekday; however, their assignments are not graded. Instead these learners log into the Acellus program that the Department of Education quickly chose over the summer. This program revealed many factual errors and illustrated racial bias (Mangieri, 2020). These issues outraged parents across the nation as well as in Hawaii, proving that learning at home without traditional classroom instruction was going to be an uphill battle. While many Accelus complaints were addressed individually, the program continues to be used in most Hawaiian schools towards the end of the fall semester in 2020. Not every school in the state relies on the same educational videos as a substitute for in person teaching which leads to a disorganized curriculum coordination within the school district.

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To add another challenge to teaching students at home, there is a significant gap in access to technology across the state of Hawaii. Many families cannot afford laptops or desktop computers for each child enrolled in school (Lee, 2020). For these families, teachers have spent DOE funds on creating paper packets for students to pick up; however, due to uncertainty on COVID-19 contamination, families are not returning items to teachers for feedback and grading. Many teaching methods are used from online digital interactions to paper and pencil math equations. Not every method is reaching the homes of students and overwhelmed families. The Department of Education has reduced the challenge to technology by offering families access to free Chrome books. Each family applies to their own school for a Chrome book that is then signed out to the student. Accompanying the Chrome book is a contract that students and parents must accept the terms in order to process the loan. Parents are financially responsible for any damage to the Chrome book. This solves the hardware issue, but not access to the internet.

For families that lack reliable access to high speed internet and computers, the educational gap continues to grow as some parent's loose employment due to statewide COVID-19 restrictions. If a parent is not an essential work or able to work remotely from home, then their best option is to apply for unemployment. Low income students are more at risk to losing academic skills and knowledge leading them deeper into the COVID Slide. While this program looks directly at fifth grade students, we should not forget the potential lasting effects that the experts predict impact all students at every grade level. There are staggering predictions that school dropouts will significantly increase in years to come due to COVID-19 shutdowns based on a survey of students whom 20% claim to not feel connected to their learning at home (Klein, 2020).

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Impact

By providing access to subject related materials and books for fun reading, readers stave off or slow down the summer slide most students experience from being out of the classroom for three months over summer. By reading 20 minutes each day, students can reduce their loss of academic and cognitive skills while learning at home. If the state governments keep schools closed for longer than the typical three month summer, then as predicted, the summer slump will turn into a COVID Slump revealing a significant loss in skills across the board in students not only in Hawaii but across the nation. Students in Hawaii will not be able to return to in person schooling until the community transmission rate is below 2.0% (Essoyan, 2020). When the rate does reach a lower rate of community transmission, then the Department of Education will start to introduce the youngest learners and those without access to reliable internet and tech back to campus. The rate of community transmission targets may vary in different states since there is no clear mandate from the federal government on safe communication rates.

Consider a learning model based on the color of your area					
	In-person Learning	Elementary: In-person Learning Secondary: Blended Learning	Blended Learning	Elementary: Blended Learning Secondary: Learning from home	Learning from home
7-day Daily Average Per 100,000 population	0-2.0	2.1-5.0	5.1-10.3	10.4-15.4	15.5+
Percent Positivity	0-0.99%	1.0%-2.49%	2.5%-5.0%	5.1%-7.5%	>7.5%

(Essoyan, 2020)

Purpose of Project:

The purpose of the proposal is to make more printed materials i.e.. books available to fifth grade students at Koko Head Elementary in Honolulu, in order to reduce the loss of academic and cognitive skills from the COVID Slide while students are learning from home. The project will

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look at the typical rate of academic skills lost over the summer and compare them to the academic skills projected to be lost by students as a result of COVID-19 shelter in place statues issued by local and state governments. Since school libraries are closed and public libraries are closed to browsing, this project proposes another way for parents to find curriculum specific materials as well as access to fun reading materials. Before the details are discussed, look at what some community partners and libraries are doing in response to the COVID-19 Pandemic.

Currently Being Offered

By Koko Head Elementary School

Koko Head Elementary offers an EPIC! online subscription to reading electronic books for students. This online resource is only supported during weekday school hours from Monday through Friday from 7am-4pm. It supports free reading for young readers but does not relate any further to the teacher's curriculum. Users must have a reliable internet connection with reliable tech in order to use. Teachers supply students with the class code in order to login (Epic, 2020). This program is great for students who enjoy reading on a digital device, but not ideal for students that read right before they go to bed.

Teacher Aids are another resource at Koko Head Elementary. Here teachers are able to record themselves on video in the classroom explain various online lessons then post them onto their Google Classroom wall. Unfortunately, videos are of low quality, so visuals are unclear due to poor internet connections during recording. The content does support individual lessons, but they do not always support reading due to low resolution. Instead these videos serve as a substitute for in person instruction by offering expectations for assignments including grading. Not effectively helpful to prevent COVID slide.

The Lexile Framework for Reading is a third school option at Koko Head Elementary. On the school website it is listed as a Library Resource that measures reading level differently from Accelerated Reader (AR). This tool provides a database searchable by title, author, or reading level range as determined by grade level. Once a user finds a book, it takes you to WorldCat to find the book for purchase on Amazon or in a university library collection for Inter Library Loan. This resource does not offer access to local libraries nor libraries that provide access to students that are minors not enrolled in college classes (Lexile, 2020). This resource is used by school librarians and teacher to help students work towards improving their AR reading score by classifying books at different difficulties of reading levels. This resource would be a great benefit to the Digital Bookshelves for digital classrooms so it could be listed on the fun reading Google slide. However, this resource is not intuitive enough for parent use, although parents can use it, our program would be more helpful!

The Tumble Book Library resource is found on the Koko Head Elementary website but requires log in at a cost of \$799/year. Since it is behind a firewall, it is not a tangible resource for students in low-income areas without access to tech and internet (Tumble Book Library, 2020). Little is known about this resource so it is unknown if it could help teachers or librarians develop a more user-friendly digital bookshelf.

By Hawaii Public Library:

Library Take Out Services is a way for libraries to allow patrons to pick up materials during COVID-19 restrictions. While this program is not a fully contact less option, it is a way for

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parents to login to the Hawaii Public Library system to search for books on their own. Inter Library Loan wait time can exceed two weeks. Unable to adequately use to support curriculum (Library Take Out, 2020) but great when searching for a specific author or title. This service will be used as parents check out books for their children. This service is the most reliable way for families to continue using the Hawaii State Library collection and will be used as the way for parents to obtain materials for their children included in the digital bookshelves.

Primary Search supported through EBSCO Host offers access to a database of popular magazines dating back to 1990s. Not user friendly according to a fifth grader (Primary Search, 2020). NoveList K-8 Plus offers access to students Kinder – eighth grade. EBSCO log in link is broken and not accessible on the state website. Even if the link worked, it is a digital database that requires tech and internet access (NoveList, 2020). This resource could be a great asset to older students in middle or high school for research. However, this digital service does not support reading for pleasure.

By Community Partners:

Barnes and Noble Booksellers are closed due to COVID-19 restrictions imposed by the state government officials and will not open until community spread is under 5%. Once the bookseller reopens their doors, families will again have the ability to browse printed materials. However, books are sold at retail prices making them unaffordable for out of work families.

Friends of the Library of Hawaii (FLH) is open to the general public for online purchase and contactless pick up. However, the inventory is limited because it survives on year-round donations from patrons. Due to COVID-19 restrictions, FLH is not accepting donations of any kind. This community partner is not going to help unemployed families since its items are for

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purchase nor does it have adequate inventory to support a fifth-grade class. The Teachers Only section offers Books for Teachers Building Classroom Libraries (FLH, 2020). The 73rd Annual Sale for teachers to buy books at a discounted rate in order to create a meaningful classroom library that supports classroom learning. Great idea that helps students on campus! This idea could be used to help the community if teachers make their classroom library collections available to students. However, this program does not help students when they are sheltering at home with unemployed parents. The program is helpful to students whose parents are still working and able to afford discounted books.

There are many Free Little Libraries around Oahu and one little free library is established in Hawaii Kai, the local neighborhood for Koko Head Elementary. However, this LFL is not within walking distance of the school nor the public library. It also does not have a posted collection list so there is no way for parents to know what is available in each LFL unless they visit it. There are nine Little Free Libraries in residential areas around Honolulu. (Little Free Library, 2020). This is a great community collaborator for individuals who want to try reading something different and new! If families were to engage in sharing books their children have outgrown, then this resource may become more helpful to the local community.

Ways Libraries Outside of Hawaii are Responding to COVID-19

Libraries across the nation are responding to COVID-19 in various ways. It appears that all libraries closed their doors for a period of time during the pandemic. However, some libraries developed ways to connect with their communities digitally. This was a challenge itself during shelter at home restriction orders that seemed to roll across the country at different times. Major cities went digital by offering their patrons access to digital resources from home. According to the Public Library Association, 76% of libraries increased digital access for patrons on ebooks

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and media while 74% of libraries surveyed added virtual programming when libraries shuttered their doors due to the COVID-19 pandemic (Public Library Association, 2020). Let us look at how libraries are responding to the COVID-19 pandemic across the four time zones in the United States: Eastern, Central, Mountain, and Pacific Regions.

Eastern Region

The New York Public Library (2020a) redesigned their web home page for users to easily sign up for a digital library card so they could access reading materials while sheltering in place at home. The program used to access digital services is called SimplyE app. Patrons can download the app directly onto their smart devices at home. The NYPL also added many links to community resources, that were traditionally in library resources, to their webpages to make sure community members were still reliable to access reliable information (2020b). This program is helpful to students that have developed strong reading skills and can handle the responsibility to read on a digital device. This program is less helpful for early readers who are still learning phonics skills who would also benefit from printed materials.

Taking a different approach, the City of Cranston in Rhode Island teamed up with their mayor, Allan Fung, for a 2020 Census public service announcement encouraging every citizens to complete their census in order to have an accurate count of citizens in their community so that the funding they receive is reflective of their patrons' interests and demands while sheltering in place. The library wants to expand their digital services to every member of the county and all county operations (Cranston Public Library, 2020). The social media posts are informative for the community has a whole yet fail to increase circulation of print materials.

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In Washington, DC book fairs went virtual in response to the COVID-19 pandemic. The 20th annual National Book Festival was held in September when a significant portion of the United States was still under shelter in place restrictions (Aslaksen, 2020). The festival facilitated online interactions with patrons by offering on-demand videos with authors, poets, and illustrators. While this program provided a way for patrons to engage one another, it did not involve any printed materials for early readers nor student readers.

Central Region

The Nacogdoches Public Library in central Texas launched the “Ya’ll Read” program during the pandemic that offers readers a curated box of reading materials and DIY projects. These care boxes are designed to encourage patrons subscribe to the nontraditional library service in order to personal curate their monthly Library Encounter Box (2020). This is a very exciting option for patrons in southern Texas, yet they are only curated once a month and are not focused on curriculum related materials. This program has the potential to grab the attention of parents as they seek fun reading material for their children. This program can provide adequate reading materials for students to read every day although it would not be specifically curated materials.

Libraries in Dallas County, in North Texas, closed their doors to in person browsing in favor of a “Library to Go” service where both English and Spanish speaking and reading patrons can check out materials with pick up appointments with contact-free delivery. All online communications are bilingual ensuring ease of access to all patrons in the county (2020a). Through the use of the Library Aware and NoveList grants the librarians in the Dallas Public Library system are staying connected with their readers by making digital reading recommendations through the online program called “DPLWhatsNext (2020b). This program creates an online community for youth readers to engage in discussion about the books they are reading. However, this does not provide

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access for parents to check out materials on behalf of their children specifically related to their online lessons.

The Wisconsin Library Association has taken to their Youth Services Blog called “Shout Out” to maintain a connection to their young readers. The YSS draws on pop culture to keep blog posts engaging and relevant to youth. The public librarians in the Wisconsin system use the blog to share literature on how to cope with the stresses of the pandemic and ways to talk to younger readers about COVID-19 (Youth Services Shout Out, 2020). The library even partnered with the University of Wisconsin Madison I school to create an infographic to inform parents on tech time and their kiddos during time at home.

Mountain Region

Rolling through the mountain cities are book bikes making it a fun program to get books to people even when they can not visit the library due to sheltering in place restrictions. The Arizona Public Library in Scottsdale funded book bikes in their community to reach more patrons during COVID (Kaplan, 2020). These bikes have a basket mounted on the back set of wheels to allow space for a covered wagon reminiscent of the western expansion of the Oregon Trail (Pedal Positive, 2020). These bikes deliver reading materials to communities that lack a traditional library branch by offering access in a more approachable way during the pandemic. These bike libraries have limited capacity due to small baskets yet they can help create interest in reading for fun!

It is important to also include that some libraries did not develop COVID related programs in response to the pandemic, but rather some libraries acted as an information conduit between the state government officials and patrons. For example, the Wyoming State Library (2020) system

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created a detailed webpage on their homesite for patrons to access Public Health Orders from local politicians and government agencies. Here citizens, as early as March 2020, could access city and county mandates about health and safety measures. While these are great resources to make available to patrons, this initiative did not increase digital or print circulation of materials.

Pacific Region

On the west coast the El Dorado County Library in California joined forces with a local tech start up HiDo Technologies to print 50,000 face mask shields by loaning the library's 3D printers to the company in April 2020 early on in the pandemic (Shaddox. 2020). These face masks were vitally important during the first few months of the pandemic when uncertainty was at an all time high. While this community collaboration was critical, it did not put reading materials in the hands of children sheltering at home.

In Southern California story times went virtual each week as the children's librarian, Angelica Mejia, took to social media to read storybooks in both English and Spanish during the COVID-19 pandemic (2020a). The City of Carlsbad, where Mejia works, not only caters to children's reading but hosts virtual music concerts for everyone (2020). These online videos are live streamed to social media creating a way for families to engage directly from home on a routine basis. While this program does not put reading materials directly into the hands of students, it does create a fun reading time for younger children who are captivated by the creativity of each storybook.

Some libraries are taking a different approach to the pandemic by focusing on gathering stories from patrons rather than lending them out creating what is called a community archive. The Washington State Library launched a collaborative effort with Seattle Public Library, Library of

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Congress and Timberland Regional Library to gather stories from readers related to the COVID-19 pandemic (Washington Center for the Book, 2020). Here the stories are kept in Zines, an online anthology of thoughts and feelings from within Washington and around the world. This program will benefit the community in the future but does not help students reduce the loss of academic and cognitive skills during the pandemic, it would only serve to record experiences and stores of the COVID-19 Pandemic from individuals.

Project Resources and Costs

There are over 6 million books available in the public library collection. There are at least four - five books on each subject based upon initial searches in the Hawaii Public Library Collection. A minimal number of books are needed to purchase in order to support this initiative for 60 5th graders at Koko Head Elementary. If this program expands to more schools, then more resources will be needed based on population/class size. In fifth grade there are three main subjects: science, social studies, English language arts and free reading. For the purpose of this project, the focus will be on reading materials and exclude math reading materials. However, if a math themed book comes up, it will be posted on the Fun Reading Digital Bookshelf. The following spreadsheet provides an outline of the first quarter studies of a typical fifth grader. The print texts are purchased with the idea that fifth grade teachers will share the materials by alternating their lessons. For example, if one teacher assigned lessons on Native Americans, another teacher could assign lessons on explorers, while the third teacher assigns lessons on United States Presidents. At the end of each lesson, the teachers would swap materials. This will reduce the number of copies the library will need to purchase to support the entire fifth grade. For the English Language Arts (ELA) books, full class sets need to be purchased at 30 copies. The social science books offer a variety of titles on similar topics, therefore only five copies of each book

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are recommended. The materials on the Fun Reading Digital Bookshelf are half class sets, at 15 copies, to help facilitate free reading. Kids are welcome to suggest new titles each week. While the first budget spread sheet is a wide view of potential costs for a single grade level for an entire years' worth of material, the second spreadsheet details a specific quarter of fifth grade as an example. An itemized budget can be found in Appendix A.

Secondary to the idea that teachers and public librarians should collaborate to curate a digital library, these two educators should also be supporting each student's passion to read for fun. Appendix B shows a second budget spreadsheet that outlines possible low and high costs of purchasing a new print reading material for students. While students are welcome to check out books that have been in the state library collection for a long time, this budget provides room for librarians to purchase newer titles. This section of the budget should help alleviate financial burdens on current library budgets by offering a way to grow the current collection during COVID-19. This program recognizes that not every student reads at the same rate. Some students read 100 pages before breakfast while others take two weeks to read a chapter book. Therefore, the budget in Appendix B shows the cost to purchase new print materials on a bi-weekly and monthly occurrence.

Physical Labor

This project tasks the elementary school librarian to gather subject topics from all elementary teacher. The school librarian will work with the public library librarian to develop digital bookshelves for each grade level and teacher. The librarians will need to spend many more hours up front creating Google Slides and unique Bitmoji Avatars for each classroom. As the year progresses the time needed to maintain each set of Google slides will diminish. Each quarter the school librarian will confirm the upcoming quarter materials with the teacher to make sure the

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public library has the items in stock and ready for lending. As they proceed to make print materials available, they will gather titles of supportive texts in each subject, place the book's digital cover image with links on the digital bookshelf. This digital bookshelf will be accessible to parents and students via a link the school librarian will share with the teacher. It is the teacher's responsibility to share the link with students and their families. The parents will have access to a reliable and relevant list of resources available for checkout from the local public library. Parents can feel confident the materials are related to the lessons their children are working on all week in their online classes. At the end of the lessons, the students should promptly return the materials to the library to ensure the materials have adequate time to rest per COVID-19 quarantine regulations of five days.

Information will flow from teachers to school librarians who then work with public librarians to develop digital bookshelves. The links to each teacher's digital bookshelf will be sent back to teachers in order to email links to the bookshelves directly to parents of their students. Parents can then access the links, browse curated titles, then place a hold on each book they would like to check out. The parent can then select the public library location and time they would like to pick up the materials for their children. This way parents can meaningfully engage with their children's online learning.

Digital Bookshelf

COVID-19 has also significantly changed community collaboration within libraries. Pre-pandemic, community collaborations included libraries teaming up with local authors for story time or local businesses financially contributing to a new program launch. During COVID-19, the interaction of community partners goes straight to the heart of the home, the parents. While educators assume parents are involved with their child's education, parents have never been

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asked to simultaneously work and teach their children at home. Teachers signed up to provide weekday education to students nine months of the year. Parents did not need to teach their children algebra or the scientific method but were able to teach their children how to tie knots or how to fish. However, with public schools closed, students are no longer going to campus classrooms nor visiting the school library once a week. Now, parents are the key teaching figures. Parents maintain the schedule, discipline the siblings, prepare all of the meals, and decipher common core math. All of these tasks are added to the parent's typical work demands and chores around the house. Parents could use some help procuring reading materials for their children. Parents can log into their local library to reserve materials online and schedule an in person pick up. As discussed earlier, most public libraries are offering curbside or a form of contact-free pick up for patrons. But how do parents browse a digital collection when they need to know an author's name or book title in order to recall an item in the collection? In person browsing used to provide an opportunity to select books right off the shelf. This program wants to deliver parents a more useful tool. A digital bookshelf curated by a partnership between the child's teacher, the school librarian and public librarian can offer parents a starting point to reserving reading material relevant to their child's distance learning experience. Parents do not even need to ask the teacher what lessons are being taught each week to students, because the public and school librarians have curated a series of Google Slides on each subject, for each teacher, by grade level. The teachers would simply share the librarians' link to the curated digital bookshelf for parents to access. Bookshelves will hold 4-10 books each week related to English Language Arts, Science, History, and free reading. This gives parents the opportunity to engage with their child's learning experience. By selecting a title on the digital bookshelf, a link to the local public library will appear and lead the parent to the state library login page so they can

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place holds and schedule a time to pick up the materials. The example used in this project shows only a single fifth-grade class. However, as more schools adopt this digital bookshelf idea, more classes and grade levels can be easily added.

In Appendix B there are five colorful digital slides as examples of what the school and public librarians should make for each teacher. The slides represent printed materials curated specifically for the first quarter of fifth grade at a specific elementary school. The public library would create access to these slides as a collaboration with individual teachers in order to obtain the most up to date curriculum information. For example, at Koko Head Elementary there are three fifth-grade teachers. The teachers could alternate the order of topics they teach so that while one class is learning about the earth's biomes, another teacher could be teaching about Native Americans while the third teacher is focused on American Presidents. The budget in Appendix A makes suggestions as to how many copies of a text should be purchased in order to support a single grade level. The digital bookshelves would look slightly different for different grades and different schools. If this program is as popular as educators hope, the shelves may need to be updated more often in order to provide adequate reading supplies for avid readers. Please keep in mind, sets of digital bookshelves can easily be created for each grade level for increased access to library services, including math. Please see Appendix B for sample images of a digital bookshelf.

The digital bookshelf serves as an access point for parents to participate in their child's education by offering access to materials that support online lessons in Google Classroom. The digital bookshelf would be created by school and public librarians for parent and student use. Included in the digital bookshelf is the ever recognizable Bitmoji from Snapchat (Snap Inc., 2020). These avatars can be created by both teachers, elementary school librarians, and public librarians to use

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on some or all of the digital bookshelf slides in Google Slides to more accurately represent each classroom. Students and parents would see an avatar of their teacher as they access the digital bookshelf Google slides, making sure they are in the right place. These digital bookshelves should not be restricted with password protection but open to create greater access.

Administrators could view other participating schools and teachers to make comparisons and potentially increase the academic standards during distance learning. There is also space within this proposal for teachers to add their very own reading slide where they can suggest reading materials to students as if they were browsing the in-class library as long as the books were also represented in the public library collection. A third adaptation of the program could be opened to students if they wanted to create their own digital bookshelf. Students could share reviews of books with their classmates. Each student could tell their peers why they liked a certain book and why they too should read the story.

Community Collaboration

Most often, public libraries will engage in community outreach by visiting each public school in the immediate area in the solicitation for new library card sign-ups. These projects may bring in more patrons for a limited time, but they fail to create a lifelong interest in students and parents. This project instead seeks out this gap in community connectivity by providing relevant access to materials already in the public library collection. Admittedly, this project does propose the additional purchase of certain materials in an effort to have a sufficient number of copies on hand to support a single grade level. This project is a plausible solution to the shift towards online learning many if not all families have experienced due to prolonged shelter in place mandates from local and state government. If libraries on school campuses are closed and public libraries

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no longer allow in-person browsing, this project provides digital browsing to students and parents.

Support for Students and Parents

Teachers are tasked with providing instruction online without formal training on modern devices. Parents are told to work from home if they can, work longer hours outside the home if they are essential, or face unemployment all together during the pandemic. When tensions are already high, librarians can offer support to not only teachers but also for the entire family. This project purposes that librarians collaborate with schoolteachers just enough to curate a set of learning materials to support the majority of lessons being taught during distance learning. For example, if a teacher is sending seeds home for students to sprout, the librarian can curate printed materials on a digital bookshelf about the water cycle, plant cycle, and farming. Parents are busy working harder than ever with a host of distractions. Librarians could help parents by providing a link to a digital bookshelf that is specific to their child's classroom. This link will provide access for parents directly to the public library system. On these shelves, as seen in appendix B, a parent can click on the Water Cycles book and be taken directly to the public library website where they can enter their login information to request a hold on the materials for pick up at a location of their choosing. While parents are on the public library website, they can also browse the main collection for reading materials for other children or themselves. By simply visiting the public library website, parents would also be able to see advertisements from other library programs that may help them.

Conclusion

The best solution to get more printed books into the hands of students while sheltering at home during COVID-19 restrictions is to create a dynamic digital bookshelf where parents can engage with materials from the local public library curated specifically by the school librarian in collaboration with each elementary teacher and public librarians. As students are able to read for 20 minutes each day, they can lessen their loss of academic and cognitive skills educators often refer to as the summer slide. If students do not try to stave off the loss of skills, then they risk losing academic and cognitive skills as schools stay shuttered during COVID-19. Students that engage in daily reading habits will lose fewer skills than other students that lack access to reading materials. While we all agree 2020 was not the year educators, students, nor parents planned for we can take control of our learning at home. This may be more challenging for overworked and out of work parents. This proposal offers parents a starting point, so they can find relevant and appropriate materials for their children. Books for older siblings can be shared with younger siblings and dynamic discussions could occur around the dinner table about early explorers or native tribes! This program has the potential to engage the entire family in learning!

Appendices

Appendix A. Budget for Curriculum Supported Materials

Subject	Topic	Book Title and Author	Cost per Title	Multiple Copies	Class Set Cost
Science	cycles	The Water Cycle at Work by Rebecca Olien	\$ 6.95	10	\$ 69.50
Science	cycles	Clouds by Cassie Mayer	\$ 8.71	10	\$ 87.10
Science	cycles	The Layers of Earth's Atmosphere by E. Borngraber	\$ 5.49	10	\$ 54.90
Science	cycles	Incredible Life Cycles Amazing Nature by Time Knight	\$ 10.00	10	\$ 100.00
Science	cycles	Rainbows by Martha Rustad	\$ 6.95	10	\$ 69.50
Science	cycles	Earth's Biosphere by Charles Hofer	\$ 8.49	10	\$ 172.70
Science	cycles	Rocks, Gems, and Minerals by Trudi Trueit	\$ 8.95	10	\$ 89.50
Social Studies	US History	The Presidents Visual Encyclopedia by Smithsonian	\$ 17.27	10	\$ 172.70

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Social Studies	US History	Words That Built a Nation by Marilyn Miller	\$ 17.27	30	\$ 518.10
Social Studies	US History	What is the Constitution? By Patricia Brennan Demuth	\$ 5.68	10	\$ 56.80
Social Studies	US History	What is the Declaration of Independence by Michael C Harris	\$ 3.83	10	\$ 38.30
Social Studies	Native Americans	The Pomo of California Library of Native Americans by Jack Williams	\$ 11.75	5	\$ 58.75
Social Studies	Native Americans	The Chumash First American by Terry Hicks	\$ 5.99	5	\$ 29.95
Social Studies	Native Americans	The Sioux Indians by Bill Lund	\$ 6.90	5	\$ 34.50
Social Studies	Explorers	Marco Polo Fact Finders by Kathleen McFarren	\$ 5.98	5	\$ 29.90

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Social Studies	Explorers	Sieur de La Salle New World Adventurer by John Paul Zronik	\$ 8.95	5	\$ 44.75
Social Studies	Explorers	Alvar Nunez Cabeza de Vaca Latinos in American History by Valerie Menard	\$ 17.47	5	\$ 87.35
ELA	ELA	A Long Walk to Water by Linda Sue Park	\$ 4.70	30	\$ 141.00
ELA	ELA	Blood on the River Jamestown 1607 by Elisa Carbone	\$ 7.39	30	\$ 221.70
ELA	ELA	My Brother Sam is Dead by James Lincoln Collier	\$ 7.99	30	\$ 239.70
ELA	ELA	Day of Tears by Julius Lester	\$ 7.49	30	\$ 224.70
ELA	ELA	Inside Out and Back Again by Thanhha Lai	\$ 8.28	30	\$ 248.40
Fun Reading	Fun Reading	The Wishbreakers by Tyler Whitesides	\$ 6.99	15	\$ 104.85
Fun Reading	Fun Reading	Diary of an 8-Bit Warrior Quest Mode by	\$ 8.49	15	\$ 127.35

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Fun Reading	Fun Reading	Diary of a Wimpy Kid The Deep End by Jeff Kinney	\$ 9.46	15	\$ 141.90
Fun Reading	Fun Reading	The Useful Knots by Sam Fury and Diana Mangoba	\$ 8.99	15	\$ 134.85
Fun Reading	Fun Reading	The Last Kids on Earth June's Wild Flight by Max Brallier and Douglas Holgate	\$ 6.49	15	\$ 97.35
Fun Reading	Fun Reading	Calm Ninja by Mary Nhin	\$ 11.99	15	\$ 179.85
Fun Reading	Fun Reading	The Girl Who Drank the Moon by Kelly Barnhill	\$ 8.95	15	\$ 134.25
Fun Reading	Fun Reading	The Bears on Hemlock Mountain by Alice Dalgliesh	\$ 5.69	15	\$ 85.35
Fun Reading	Fun Reading	InvestiGATORS by John Patrick Green	\$ 8.00	15	\$ 120.00
subtotal			\$ 267.53		
TOTAL					\$ 3,915.55

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Appendix B: Free Reading Budget

Estimated Cost of Free Reading Materials for one Grade Level

Monthly (5 th grade only)	60 kids	18 books	\$10 book	\$10,800.00
Biweekly (5 th grade only)	60 kids	18 books	\$15 book	\$16,200.00
Public Library Acquisitions needed to fully support curriculum	Hawaii Kai Public Library	100-200 books estimated	\$10-\$25/book estimated	\$1,000 - \$5,000
			TOTAL	\$16,600 - \$26,000

Appendix C. Digital Bookshelf

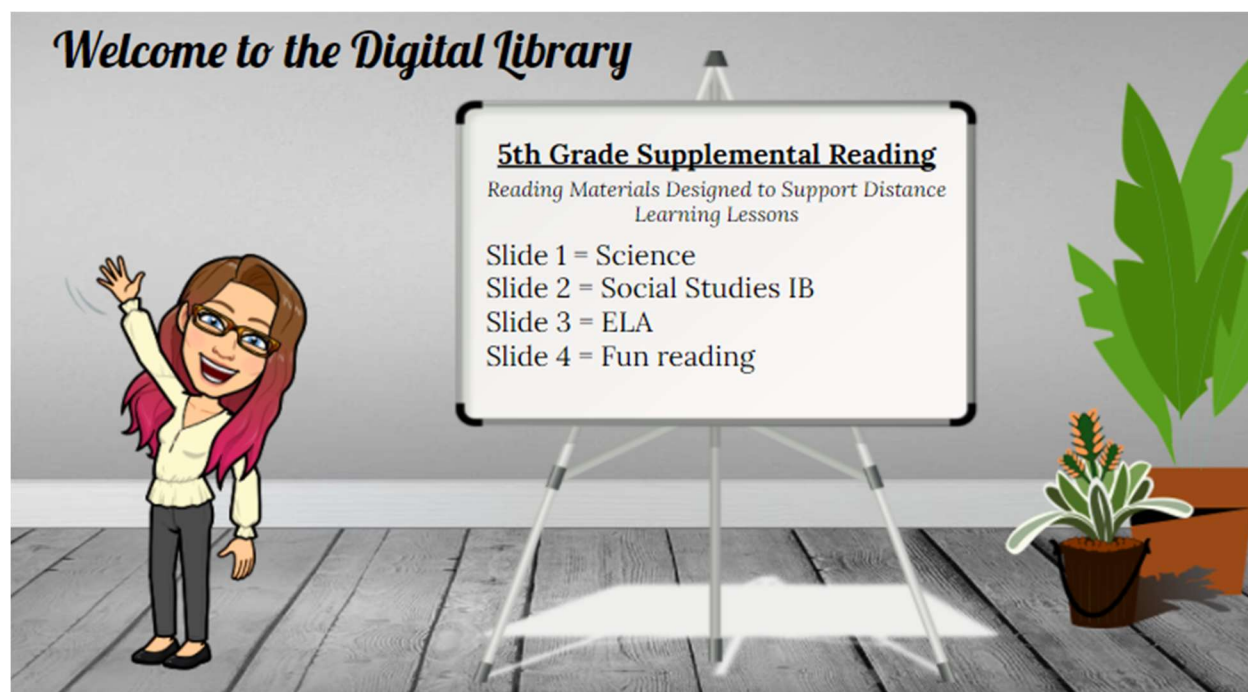


Table of Contents slide that can display teacher and/or librarians (both school and public librarians).

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First Quarter reading options for Social Studies assignments fifth graders are learning online.



First Quarter reading options for science assignments fifth graders are learning online.

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First Quarter required reading for fifth graders to read collectively as a class.



First Quarter reading options to encourage reading for fun! These slides can be updated each quarter.

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